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Element	**NMTEACH 3A: Communicating with Students in a Manner that is Appropriate to their Culture and Level of Development** • **To what level are directions clearly delivered and understandable?** • **To what level is content communicated in a clear, concise manner?** *Note*: *Any reference to "all students" includes culturally and linguistically diverse students, English learners (ELs), and students with disabilities (SWD).* *Note*: *Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELL) and Individualized Education Program (IEP) goals, when serving SWD.*

Level of Performance	**Ineffective**	The communication and delivery of expectations for learning, directions, procedures, and explanations of content are *not present* or are *unclear* and/or *confusing* to students.
	Minimally Effective	The communication and delivery of expectations for learning, directions, procedures, and explanations of content are *limited, vague*, and/or *lack clarity*.
	Effective	The communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include • desired learning outcomes, such as content and language objectives, are posted, stated, and referred to during the lesson cycle; • use of clear communication and a range of vocabulary with scaffolds to ensure learning outcomes are understandable, including the solicitation of feedback and allowing for clarification from all students by using multiple strategies such as wait time, visuals, methodical systems, and physical cues; • instructions and procedures that are consistent and anticipate possible student misconceptions; • content that is delivered and differentiated by including the use of the students' academic English language proficiency levels and/or IEP goals, as applicable; and • use of opportunities to connect to students' cultural and linguistic background knowledge.
	Highly Effective	In addition to the indicators for effective, the communication and delivery of expectations for learning, directions, procedures, and explanations of content with students include • strategies for students to interact with each other and offer feedback to peers; • grade-level appropriate, understandable language with scaffolds that support students' language and academic proficiency levels and IEP goals for content and explanation of academic tasks; • ensuring understanding of idioms and figurative language by clarifying and rephrasing when necessary; • intentionally creating connections to students' cultural and linguistic background knowledge; and • opportunities for students to lead and direct lesson components.
	Exemplary	In addition to the indicators for highly effective, the teacher leader • contributes to, and directs, ongoing and consistent communication with all students, staff, and community members; • creates multiple opportunities and/or uses multiple modalities to clarify concepts being taught in class, while respecting the culture, language, and level of development of the student; and • engages in opportunities to support and mentor colleagues and community members by sharing knowledge, information, and strategies for communicating with students in a manner that is appropriate to their culture and level of cognitive development.
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Element		**NMTEACH 3B: Using Questioning and Discussion Techniques to Support Classroom Discourse** • **To what level do all students have an opportunity to answer questions?** • **To what level are questions thought provoking and rigorous?** • **To what degree are questions designed and used to meet individual IEP goals?** *Note*: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD. *Note*: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.
Level of Performance	**Ineffective**	**The teacher's questioning techniques** • do not allow for interaction between teacher and student or student-to-student; • do not use scaffolds as appropriate for the developmental, cognitive, and/or linguistic needs of the students; • are not aligned to content and provide no opportunity for student engagement; • use low-level or inappropriate questions; and • elicit limited student participation and recitation rather than discussion.
	Minimally Effective	**The teacher's questioning techniques** • provide minimal opportunities for interaction between teacher and student and student-to-student; • have limited use of scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use low-level questions that evoke minimal student engagement; • have some questions that elicit a thoughtful response, but are posed in rapid succession with no wait-time, and may be answered by the teacher; and • do not include a system that allows all students to respond.
	Effective	**The teacher's questioning techniques** • provide frequent opportunities for interaction between teacher and student and student-to-student; • use scaffolds as appropriate for the developmental, cognitive, and linguistic needs of the students; • use pre-planned questions or tasks; • use systems that evoke responses from all students and are appropriate to students' developmental, cognitive, and academic language proficiency, including the use of wait-time; • consistently engage students in high levels of thinking within the specialized instruction and content; and • allow students to respond in a variety of ways, including kinesthetic or visual representation, depending on their developmental, cognitive, and academic language proficiency.
	Highly Effective	**In addition to the indicators for effective, the teacher's questioning techniques** • allow consistent, analytical, and collaborative approaches to understanding; • scaffold for a deep understanding of concepts, using academic language; • create opportunities for student-led discussion and debate of key concepts; • allow students to take ownership or to lead, ensuring that all voices are heard in classroom and group discussions; • incorporate student-generated, high-level questions that are within the specialized instruction and are content-specific; and • include the use of prompts to support students' responses to questions that can include repeating and rephrasing the question and modeling responses for less-proficient students.
	Exemplary	**In addition to the indicators for highly effective, the teacher's questioning techniques** • are shared with colleagues in mentoring and support contexts; and • are shared with parents and community members.
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Element	**NMTEACH 3C: Engaging Students in Learning** • **To what level are all students engaging in the lesson's activities?** • **To what level are activities sequential and aligned to the daily learning target?** • **To what level are all students required to be intellectually engaged with the course content?** *Note*: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD . *Note*: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standard, when serving ELL and IEP goals, when serving SWD.

Level of Performance		
	Ineffective	Activities, assignments, materials, pacing, and grouping of students are *inappropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in *low* student engagement.
	Minimally Effective	Activities, assignments, materials, pacing, and grouping of students are *somewhat appropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in *moderate* student engagement in which • the teacher does not connect the lesson to prior understanding; • the lesson activities do not align with the desired learning outcomes; • the lesson structure is not fully maintained; and • the pacing is somewhat appropriate for some learners.
	Effective	Activities, assignments, materials, pacing and grouping of students are *fully appropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting in *good* student engagement in which • the teacher explicitly connects the lesson to prior understanding and student background experience; • the lesson supports active engagement of all students and maintains an awareness of the effective amount of student talk vs. teacher talk; • the teacher delivers lessons coherently with attention to scaffolding, pacing, sequencing, flexible grouping, student reflection, and closure; • the teacher incorporates cognitive, developmental, linguistic, and cultural experiences to support learning; • the teacher assesses student engagement and understanding and adapts methods for improved learning when needed; and ♣ students are strategically grouped to provide opportunities to practice speaking, reading, writing, and listening, based on their instructional needs.
	Highly Effective	In addition to the indicators for effective; activities, assignments, materials, pacing, and grouping of students are *fully appropriate* to the learning outcomes, language proficiency levels, and applicable IEP goals, resulting *in high intellectual student engagement* in which • the teacher provides opportunities for students to lead reading, writing, speaking, and listening activities throughout the lesson; • students incorporate cognitive, developmental, linguistic, and cultural experiences to support learning; • the lesson incorporates multiple means of representation, expression, and engagement; • the teacher encourages students to negotiate meaning and clarify understanding with their peers, which may be supported using a language other than English, as appropriate; and • the teacher consistently assesses student engagement and understanding and immediately adapts methods for improved learning when needed.
	Exemplary	In addition to the indicators for highly effective, the teacher leader • uses data to support and guide student engagement and is able to demonstrate to colleagues and community members how this works; and • creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for engaging students in their learning.
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Element	**NMTEACH 3D: Assessment in Instruction** • **To what level does the teacher determine the understanding and needs of each student during the lesson?** • **To what level are all students aware of how they will demonstrate understanding of the content/lesson?** *Note*: Any reference to "all students" includes culturally and linguistically diverse students, ELs, and SWD. *Note*: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.

Level of Performance	Ineffective	**Assessments are *infrequently* used in instruction and** • are rarely monitored by the teacher for student progress or to offer feedback; and • students are rarely informed of assessment criteria.
	Minimally Effective	**Assessments are *occasionally* used to inform instruction and** • provide limited or irrelevant feedback; • students are occasionally informed of assessment criteria; and • are occasionally monitored by the teacher for student progress.
	Effective	**Assessments are *consistently* used to inform instruction and** • contain clear performance criteria that are communicated effectively to students; • align to the learning outcomes; • contain differentiated assessment strategies/instruction; • allow the teacher to check for understanding throughout the lesson and use techniques that are based on students' academic language needs and developmental level of readiness; and • allow the teacher to provide descriptive feedback in a timely manner.
	Highly Effective	**In addition to the indicators for effective, assessments are used in a *sophisticated manner* to drive instruction, and there is a method to** • establish, support, and model the use of assessments as tools for improved learning and communication to students; • engage students in analyzing and evaluating assessment data and information to improve learning; • systematically gather and use assessment data to inform and guide instruction; • ensure that students can articulate their level of performance using the criteria and scoring guidelines provided; • provide feedback that can be used by students in their learning; • support students in monitoring their progress towards mastery of content standards and/or specialized instruction, using informal and formal classroom assessments; • involve students in establishing assessment criteria; • engage students in setting and monitoring targets for learning and academic language development related to the content; and • support students in monitoring their progress with evidence-based strategies that include a combination of self and peer assessments.
	Exemplary	**In addition to the indicators for highly effective, the teacher leader** • creates opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for assessment and instruction; and • leads, directs, or instructs colleagues and/or community members in how to use assessment techniques effectively.
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Element		**NMTEACH 3E: Demonstrating Flexibility and Responsiveness** • **To what level does the teacher modify instruction within the lesson/class period?** *Note*: Any reference to "all students" includes culturally and linguistically diverse students, E Ls, and SWD. *Note*: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.
Level of Performance	**Ineffective**	**The teacher** • disregards students' learning needs; • adheres to the instructional plan, even when a change would maximize learning; and • does not accept responsibility for students' lack of academic progress.
	Minimally Effective	**The teacher** • accepts minimal responsibility for student success; • attempts to modify the lesson, responds to student questions with moderate success, but has a limited repertoire of strategies to draw upon; and • does not use strategies to support diverse learners.
	Effective	**The teacher modifies the instruction within the lesson/class period by** • promoting successful learning of all students; • modifying instruction according to applicable IEPs; • adjusting instructional plans and making accommodations for student questions, needs, and interests, while taking into account the language demands and grade level appropriateness of the content and instruction; • adjusting instructional plans by employing a variety of strategies and techniques that are responsive to students' needs, proficiency, cultures and/or experiences; and • adjusting the lesson based on periodic checking for understanding and/or formative assessments of all students.
	Highly Effective	**In addition to the indicators for effective, the teacher modifies the instruction within the lesson/class period by** • seizing opportunities to enhance learning by building on a spontaneous event or student interests; • creating opportunities for student-led instruction, discussion, and/or questioning; • appealing to student interests and making cultural connections to learning outcomes; and • ensuring the success of all students by using an extensive repertoire of instructional strategies in order to anchor instruction and help students make sense of content.
	Exemplary	**In addition to indicators for highly effective, the teacher leader** • reflects on classroom practice and uses students' participation and responses to pace and adjust lessons during instruction; • enhances students' depth of knowledge through the use of activities and resources that show connections to students' cultures, experiences, and level of development; • engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for demonstrating flexibility and responsiveness; and • creates opportunities for colleagues and/or community members to enhance their depth of knowledge regarding flexible teaching and responsiveness.
	Notes:	